

Beecroft Primary School: Reading and Writing Policy (New September 2023)

(This policy replaces all previous documents and is not a re-write of them)

The policy is based on research: EEF Improving Literacy Key Stage 1 and Key Stage 2 (Updated 2021)

The Reading Framework July 2023

Introduction – whole school

The ‘intent’ within all learning, at Beecroft, is to develop pupils’ language. A majority of pupils at the school have English as an additional language which means that the development of words and the knowledge behind them is central to all subject areas. We believe that all children can learn to read regardless of their background, needs, abilities and age. The Headteacher is always available to plan and model reading and will demonstrate in class. The HT leads the culture of reading. Reading is at the core of all teaching and all subject teaching. Teaching is direct and EXPLICIT.

The policy sets out the structure and approach to teaching to be applied with consistency across all year groups. It is mandatory for each teacher at Beecroft to include all the elements below in their classroom and teaching.

It is expected that all teachers, can themselves, read aloud with excitement and enthusiasm so modelling reading for pupils.

Teachers are expected to have a love of reading themselves.

Reading is always part of individual teacher’s performance management as it is the bedrock of good and better teaching.

End Points

By the end of Year 6 ALL pupils will achieve the expected level in National Curriculum tests. Very high expectations of all teachers ensure that pupils with SEND, those who are EAL and the disadvantaged are enabled to reach success.

A keep up and not catch-up approach is taken throughout the school with 100% phonics and thorough (with fidelity) learning of the systematic systemic phonics scheme Essential Letters and Sounds.

All pupils will have a love of reading and will enjoy fiction and non-fiction.

All pupils in all subjects will know more words and remember the words within a framework of the new knowledge. (All Foundation subjects, Mathematics and Science) (NB not isolated out of context vocabulary)

All pupils will be equipped, including those with SEND and disadvantaged pupils, to access the secondary curriculum.

Core Part of Pupils Reading Comprehension: Development of language and learning of new vocabulary in every subject from Reception to Year 6.

Knowledge plays an important role in enabling reading comprehension. Expanding children's knowledge of language, along with the rich variety of topics they might encounter when reading, can help to enable reading comprehension by equipping children to better understand written texts. When a sufficient level of reading comprehension has been reached, readers also can expand their knowledge through reading.

There are 3 tiers of word and it is the tier 2 and tier 3 vocabulary which will have age-appropriate emphasis across the school in language rich lessons. The teacher must teach new words explicitly in all lessons across the curriculum. Words should be re-enforced and re-visited throughout the topic. This is applicable to all subject teaching. (This does not mean a list of words typed out for a topic for example in science and geography and stuck in a folder neither does it mean typed out words to decorate a display.)

What it does mean is that pupils **MUST** be able to speak using the vocabulary and **MUST** be able to explain their new knowledge using the vocabulary. Pupils must be able to read and recognise the words when they come across them again in different contexts.

Tier 1-3 words examples Key Stage 2 examples

Tier 3 Less common topic specific words e.g. photosynthesis, denominator

Tier 2 Words that appear frequently across several topics e.g. emerge, peculiar

Tier 1 Everyday words familiar to most children e.g. walk, chair

Tier 1-3 words Key Stage 1 examples.

Figure 2: Tiered systems for selecting target words for explicit instruction
-adapted from Beck & McKeown (1985)



Using the 5 a day approach reading is a big part of every subject taught throughout the day. It also has its own emphasis withing reading lessons which will largely focus on fiction.

The illustration shows the exploration of language in Varjak Paw.

Before we start reading, I've got some words for you to think about. Can you make a pair by matching the word with the correct definition?

So, we've got three words to be on the lookout for...

STEALTHY, ANCESTOR and FLEXING...

Let's discuss the definition of each of them!

1. *Adult Pre-teaching tier two vocabulary*

Mr Said...?

When you were reading, I found the word **stealthy** in the story. It's describing Varjak Paw!

He doesn't want his dad to see him leave so he makes sure he is **stealthy** when he moves.

Yes, and we could also make **stealthy** into an adverb, 'stealthily'. He moved **stealthily** away.

2. *Children using and developing knowledge of the vocabulary within the text*

The author uses the word **ancestor** again here. That was one of the first three words we looked at last week, write a definition of ancestor on your whiteboards.

Josh, can you remind us who the **ancestor** of Varjak Paw's was please?

3. *Teacher providing further opportunities to embed the vocabulary*

LATER IN HISTORY CLASS

I wonder who Odin's ancestors were?

Yes, let's look for Thor's ancestors as well.

Do you think we might have Viking ancestors?

It would be great to know who our ancestors are... like Varjak Paw has Jamal!

4. *Children are using and applying their vocabulary across the curriculum, during independent tasks*

Home School Reading Record: Used from Reception to Year 6

Every child has a reading record or diary. This forms the home school parent partnership for reading. It is expected that ALL parents, in accepting a place at the school, accept and participate in this system.

What is expected?

1. Pupils' read at least 3X a week with their parent/carer. (At least 20 minutes and increasing in Key Stage 2)
2. The teacher looks at the record daily and discusses the reading. A comment and colour point reward is given at least weekly.
3. The reading can be a page from a shared text looked at together the following day. (Homework) See using a class text.
4. The child collects new words which are discussed in class.
5. The teacher has very high expectations – Pupils are shown how to write the title and author and that there are capital letters (proper nouns) The teacher corrects words written wrongly and points these out to the child.
6. Parents are rung if there is lack of engagement. Parents are thanked in the diary when they engage.
7. The bottom 20% show their diary to the teacher daily and the teacher encourages and motivates to read a set number of pages – rewards of colour points. There are some parents who will not help so the teacher and TA will need to monitor this group on a daily basis.

To expect the system to work without discussion, with pupils, or making it central to the teaching will not work. You need to say:

“ I am looking for ” expectations and rewarding pupils when these are met.

(Year 4-6 – use the Homework Diary to explain exactly what reading e.g. Chapter 4 of Varjak Paw. Write 10 new words. Get every child to have their reading diary open the next day so that new words can be discussed – USE the homework always – good teaching again and high expectations. This is also routine which is a powerful part of learning.

What is expected in the teaching of reading as pupils progress through the school

Early Reading: Foundation 1 (Nursery) Year Reception and Year 1.

What is expected?

1. Learning to decode words through the systematic systemic phonics (SSP) Essential Letters and Sounds. ABSOLUTE fidelity to the programme must be put in place by the class teacher. The teacher will use the videos and model their own teaching exactly. It must be keep up and not catch up and extra sessions during the day will enable pupils to catch up without falling behind. This is daily/twice daily.
2. Poems/rhymes daily and repeated so that children know these off by heart. Parents should know the termly and annual poems and rhymes.

3. Repetitive songs/singing games daily.
4. Daily story to enjoy. (Not dissect)
5. A class text to explore in more depth – mostly oracy and discussion – may lead to writing as the Reception Year progresses.
6. A limited choice of books in the class library which are promoted and taken home.
7. Role play with puppets/books/ dressing up and the opportunity for SHrec and extending pupils language and thought processes – particularly with age-appropriate tier 2 and tier 3 words which are not used in daily talk.

Parents/Carers are an essential part of developing a love of reading and they **MUST** know the sequence of books and authors. In a lesson: (this applies to all years)

Implement 'The Reading Framework 2023 in full.

- be clear about objectives for any session and make sure that the children understand them (e.g. 'By the end of this week you will all be able to read these sounds; today we are learning the first one.')

Some evidence supports using letters from an early stage, including 'PA [phonemic awareness] instruction with letters produced larger effects on PA and reading than instruction without letters', Ehri LC and others (2001). 'Phonemic awareness instruction helps children learn to read: Evidence from the National Reading Panel's meta-analysis' *Reading Research Quarterly*: volume 36, number 3, page 255. Also see Johnston, R. and Watson, J. (2004). 'Accelerating the development of reading, spelling and phonemic awareness skills in initial readers' *Reading and writing: an interdisciplinary journal*: volume 17, number 4, pages 327–357

Ehri LC and others (2001). 'Systematic phonics instruction helps students learn to read: Evidence from National Reading Panel's meta-analysis' *Review of Educational Research*: volume 71, number 3

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- expect all children to participate throughout phonics sessions, for example by using 'call and response'
 - make the most of the time for teaching and use activities that maximise the number of words children read and spell
 - make sure that children practise using the knowledge they have been taught in previous lessons until they can use it automatically, thus freeing up their capacity to learn new knowledge
 - support the children to connect the new knowledge with their previous learning
 - demonstrate new learning in bite-sized chunks
 - ensure children are given opportunities to apply what they have learnt
 - praise the children for working hard and paying attention, being specific about what they have done well
 - use assessment to determine next steps clearly, including identifying children who might need immediate extra support.⁷⁹

DICTATION is a vital part of lessons in Year R, 1 and 2. (See in full *The Reading Framework 2023*)

Whole Class text:

Key Stage 2: Teaching of English and Reading Through a Whole Class Text (Read in its entirety never extracts)

Teaching Reading with whole class texts

Year 2, 3, 4, 5 and 6 (except with the pupils who have specific difficulties could all tackle whole class texts and short stories. There needs to be a 'turn round' and pace in using books. Half a term is too long on one short story or text. The text for a whole class study is more challenging than what a child could read alone because there is support for the meaning of words and in elaborating key ideas. The reading lesson MUST not just be a vehicle for writing. Reading and understanding of the

text is done in its own right. Over the year – short stories, novels, poems non-fiction will be on the reading whole class list for the year group. As there is a whole class set the books can be taken home and used for homework as below.

Choose a key number of pages to discuss in depth and to develop reading fluency.

1. Model expert teacher reading aloud
2. Pupil reading. (Pupils in pairs practise their fluent and expert reading)
3. Teacher modelling and explanations.
4. Questioning

Key pages re-read at home for homework.

The teacher thinks out loud and explains the character – give, give, give.

The teacher explains new words

The teacher connects the knowledge to the pupil's experience.

(See page 114-119 in the Reading Framework 2023)

Figure 5: Reading fluency

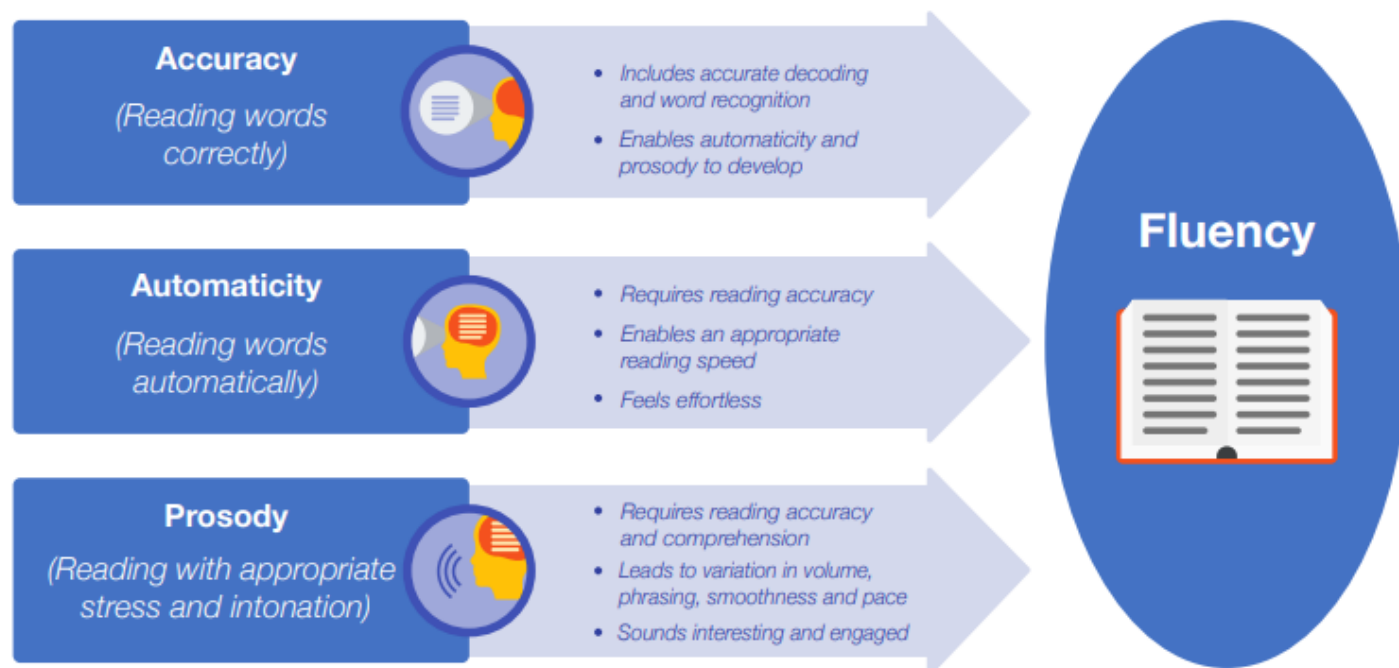


Figure 6: A guide to Reader's Theatre

Step 1: Adult as model	Step 2: Echo reading	Step 3: Text allocation
The adult reads the selected passage of the class text aloud as an 'expert model' of fluency whilst pupils follow the text with their own copy. This may be repeated multiple times as necessary.	Children echo back the section read by the adult, emulating their intonation, tone, speed, volume, expression, movement, use of punctuation, etc.	Children work in pairs or triads. Each group may: <ol style="list-style-type: none"> 1. all have the exact same short section of text, or 2. a longer section might be split into short parts, so that each group has a different piece.
Step 4: Repeated choral reading	Step 5: Close reading	Step 6: Text marking
In their groups, children read their section aloud, echoing the initial reading by the adult.	In their pairs/triads children make a close reading of their section of text and think about meaning, audience, and purpose. This requires children to look closely at the writer's use of language and consider characterisations, etc.	Each child has a copy of the text to annotate in order to inform their performance. This is discussed and agreed as a group. Prompts are provided to direct their reading.
Step 7: Practise	Step 8: Perform	Step 9: Reflect
Time is provided for groups to rehearse their reading. They may decide to change or add to their performance slightly as a result of their rehearsal.	Each group performs their rehearsed piece. (Adult may record so that children can appraise their own performance).	Children evaluate their own and/or others' performances and give feedback. They may use a reading fluency rubric or the prompts as success criteria to support articulation of evaluations.

Teaching of Reading Comprehension with whole class texts

The key reading strategies should be taught in the context of the text

They should be EXPLICITLY taught and modelled and scaffolded by the teacher. This is particularly successful with disadvantaged pupils

1. Activate prior knowledge: Always explain an overview of the book (Know the books well yourself – i.e. read all books yourself first).
2. Generate enthusiasm for the book.
3. Point out difficult words e.g. page 5and tell the class to put their finger under the word and learn to read.
4. Teach reading strategies i.e. model the reading of a longer sentence.
5. Teach that when questions are asked about reading the answers are always in the text – pupils must not memorise but always refer to the text.
6. Give assessment focus questions and TEACH how to refer before and after in the paragraph to be looked at. (Oak Academy)
7. Make words in the **context** of the text a large part of the work.
8. Retrieval, inference and choice RIC is often used in research as the 3 key skills being developed.

9. Use a thesaurus to extend vocabulary across the curriculum
10. Daily dictionary and thesaurus work (15 Minutes) explores the meanings of words in spellings, the class text and then building up vocabulary for writing.

Reading comprehension strategies

Reading comprehension can be improved by teaching pupils specific strategies that they can apply both to monitor and overcome barriers to comprehension.⁴¹ When used successfully, such strategies can improve pupils' understanding of written texts and ability to infer meaning from context. Where appropriate, these approaches can be combined with phonics activities, or collaborative learning approaches, to develop reading skills.

The following strategies should be modelled and practised to ensure they become embedded and fluent:⁴²

- **Prediction**—pupils predict what might happen as a text is read. This causes them to pay close attention to the text, which means they can closely monitor their own comprehension.
- **Questioning**—pupils generate their own questions about a text in order to check their comprehension.
- **Clarifying**—pupils identify areas of uncertainty, which may be individual words or phrases, and seek information to clarify meaning.
- **Summarising**—pupils describe succinctly the meaning of sections of the text. This causes pupils to focus on the key content, which in turn supports comprehension monitoring. This can be attempted using graphic organisers that illustrate concepts and the relationships between them using diagrams.
- **Activating prior knowledge**—pupils think about what they already know about a topic, from reading or other experiences, and try to make links. This helps pupils to infer and elaborate, fill in missing or incomplete information, and use existing mental structures to support recall.

There is a list of texts allocated to each year. A fundamental part of the teaching of reading is that the teacher models how to read (as in Reception and Year 1) emphasising the words to enable

meaning. Pupils should be given opportunities to practise reading aloud with fluency in pairs.

Teaching Reading through whole class texts

Next steps: The major area for primary school included in the new National Curriculum Reading is the learning of new words. On the 2023 Key Stage 2 reading paper there were 18 questions which were directly or indirectly about word meanings. (See questions on the poem The Teasel) This takes us again to the importance of understanding and developing language in books. Understanding the language is what enables pupils to comprehend it.

- In context – In this sentence what is meant by ... (See The Teasel)
- Which of the following words is closest in meaning to
- Write synonyms for..
- How do the relatives of . behave towards
- Find, in the text the word that tells us that the summer afternoon was quiet.

Using a whole class text for quality in depth exploration of language and understanding develops through teachers high quality discussion and questioning

Retrieval of information and inference or reading between the lines is the next step.

1. Whole class text: **Similarly word meanings and discussion**, collection and understanding above MUST provide a major part of the work. The other reading areas (See cognitive domain) can be summarised as

A word meaning (18 marks on 2016)

B Retrieve key information (15 marks

C Summarise main ideas.

D Inference. (18 marks 2016)

E Predict (3 marks)

F Text meaning

G Choice of language

H Comparisons

Culture of Reading: All Classes: An exciting class book corner

Developing a culture of reading through your book corner, reading aloud of books and poems The use of the library is part of this. The library book chosen by the child can be – fiction or non-fiction.

In class: A reading corner with words about books, book choices should help to promote reading. This should be age appropriate and ready as a stimulus on the first day back in September.

This isn't just a decorative area of the classroom as it is used to display a selection of books that the teacher is promoting to the class.

Reading aloud to the whole class daily: Poem, short story book (10-15 minutes daily. This is not the whole class text and reading is purely for enjoyment) *How to read aloud (Page 140 Appendix 4 The Reading framework 2023)* This is how also to read the whole class text.

Child's Reading Book At Their Own Level (Not class text)

This is the book that the child will read. It is more economical of the teacher's time if this is a group book used in a half hour reading group daily. This allows the teacher (and TA) to listen to a group at a time.

The same principles of fluency, word recognition and understanding of tier 2 and tier 3 words apply. However, this book should be one that pupils can read on their own – coming across some new vocabulary.

Pages can be set to read at home and recorded in the home-school reading. *(Do not expect reading from the class text and own reading book on the same night – one piece of reading homework is sufficient.)*

In Reception and Year 1 – only the decodable books linked to phonics will be used for the child's own reading.

Atmosphere in the Classroom

A calm and quiet classroom is necessary for the concentration of reading.

Self-regulation in Reception and nursery must be developed quickly so that children can focus on listening attentively.

The teacher's enthusiasm and mood is picked up by pupils – be animated and pupils will pick up in this.

Reading Into Writing and Use of Texts For Collection of Ideas, vocabulary and purpose for writing



The opportunities provided by reading rich, engaging texts should be considered when planning written tasks. Combining reading and writing instruction can support children's development in both.⁶¹ Whilst reading supports children to gain knowledge, which can contribute to better writing, it may also provide a purposeful reason to write.

For example, when a Year 6 class are studying *The Eye of the Wolf* by Daniel Pennac,⁶² the teacher uses the children's powerful responses to the wolf being trapped and pacing up and down in his zoo enclosure to provide a purpose for a piece of writing that articulates the wolf's inner monologue. Capturing the wolf's anger and frustrations at his entrapment becomes intensely purposeful and motivating for the pupils writing the piece.

Capitalising on children's interest in and emotional responses to high quality texts may support engagement with writing tasks. When children are enjoying a particular book, for example, they may find it easier to gather the motivation to write, come up with ideas about what to say, and focus their attention when they are asked to write about it.

Formative and Summative Assessment in Reading (And use of reading Profiles)

Formative: On-going through questioning, listening to reading fluency and giving verbal feedback to pupils, checking on phonics.

Beginning of New Year September:

1. Gain an understanding of class groups through scrutiny of end of previous year results (Early Years (not GLD), phonics, KS1 assessments, Y3-5 reading test) identify bottom 20% and those falling behind re FFT information.
2. Listen to reading (within whole class text as above – note fluency levels, decoding, comprehension when questioning)
3. Discuss with child – do they read for pleasure?
4. Understanding vocabulary re EAL
5. Contact parents – within week 1, of bottom 20% (and falling behind) Make a plan with review date – one month.
6. Follow up daily with pupil using home school reading.

Formative assessment

Formative assessment can be integrated into classroom teaching strategies to help ensure that pupil needs are identified and teaching is appropriately targeted.⁸⁴ Formative assessment involves eliciting evidence of learning from pupils on an ongoing basis and adapting teaching to meet pupils' needs.

To do this, teachers need to plan activities that will reveal what pupils are thinking, bringing to light learning gaps or misconceptions. Strategies that can be used include:⁸⁵

- **effective questioning**—‘Yesterday we learned the word “amateur”. Can you tell me what amateur means?’;
- **all-student response systems**—‘Try spelling “immediately” on your mini-whiteboards then hold them up so I can see’; and
- **carefully designed tasks that aim to assess specific learning gaps**—‘Add apostrophes into the sentences on this handout.’

Reading Profile: On-going record of assessment for each pupil started in Reception.

